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FEDERAL FUNDS AND TEACHER EDUCATION.

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MAJOR PROBLEMS OF THE FEDERALLY-FUNDED FELLOWSHIP AND TEACHER CORPS PROGRAMS ARE (1) THE COURSES ARE PROFESSOR-ORIENTED (LITTLE EMPHASIS IS GIVEN TO MAKING SURE THAT THE CURRICULUM IS RELATED TO REALISTIC SCHOOL SITUATIONS) AND (2) THE TEACHER IS SO ISOLATED IN THE UNIVERSITY SETTING THAT HE CAN MAKE NO LINKAGE BETWEEN HIS LEARNING AND HIS TEACHING. EXPERIENCE SHOWS THAT (1) CRASH PROGRAMS DO NOT WORK, (2) THE INSTITUTION THAT DESIRES CHANGE IN THE STUDENT MUST BE ON THE SCENE AND REMAIN ON THE SCENE TO RECEIVE FEEDBACK AND CRITICISM, (3) SELECTION PROCEDURES ARE CRUCIAL TO THE SUCCESS OF A TRAINING PROGRAM, (4) PROGRAMS MUST BE RECEPTIVE TO FEEDBACK AND CRITICISM, READILY AMENABLE TO CHANGES, AND (5) GRADUATE PROGRAMS SHOULD HAVE OPEN SESSIONS FOR EXCHANGE OF INFORMATION AND PROBLEMS. OTHER NONFIELD-TESTED IDEAS SET FORTH ARE (1) ATTENDANCE BY GROUPS RATHER THAN ISOLATED INDIVIDUAL TEACHERS WILL RESULT IN GREATER IMPACT, (2) CURRICULUMS SHOULD BE BASED ON STUDENTS' WANTS AND NEEDS, (3) FIELD EXPERIENCE MUST BE GIVEN, (4) CONTINUOUS FACULTY ATTENTION MUST BE GIVEN TO DIAGNOSIS AND FEEDBACK, (5) INTERLOCKS MUST BE ESTABLISHED BETWEEN SELECTED PUBLIC SCHOOL SYSTEMS AND THE SPONSORING COLLEGE OR UNIVERSITY, AND (6) EXPERIMENTATION AND EVALUATION SHOULD BE ENCOURAGED. (AF)

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FEDERAL FUNDS AND TEACHER EDUCATION

Vernon F. Haubrich

Teacher Education in Perspective: A Limited Analysis

For the past seventy years the elements making up teacher education have remained essentially the same. The elements that comprise most of the programs in teacher education assume that four aspects of preparation are necessary for the successful teacher. These are:

a) General Education
b) Specialized Preparation
c) Professional Knowledge
d) Teaching Practice or Internship

The major divergencies within this framework have come from two sources, each of which played major roles in forming the present pattern of organization: The American Normal School and The Modern University. While the Normal School has almost passed from the scene,[1] many Universities and State Colleges (many of which were Teachers Colleges and previous to that Normal Schools) are alive with the vigor of multi-purpose institutions.

The tradition of the Normal School is worth noting, for it was close to the soil of the American experience, kept close contact with the people, provided a means for those with limited opportunities to gain some education as well as a vocation, and "glorified and supported the ideal of superb craftsmanship in classroom management."[2]

The Normal School was a necessary concomitant of a desire on the part of society to establish a mass system of education. Educational leaders[3] of the early 19th century were concerned with the achievement of basic literacy, elementary schools in the expanding west and in rapid training of teachers to mann these posts. While the Normal School did the job required and pursued its end with a dedication of purpose that oftentimes accompanies single purpose institutions, by 1900 the Normal School and liberal arts traditions were beginning to merge in the universities.[4]

The liberal arts tradition had expanded in the 19th century to include more fields of study and research than had ever been imagined by the founders of William and Mary, Harvard or Columbia. The research ideal with its emphasis on search for its own sake, problem solving procedures and continuous examination of empirical as well as value questions caused many of the liberal arts college and growing universities to wonder about the objective study of education qua education.[5] Education as a field of study as well as a utilitarian avenue for teacher preparation were dual objectives for the burgeoning institutions of higher education.

The evolving tradition which is now espoused by institutions producing 90% of America's teachers is one that is based on compromise, accommodation and is a result of a peculiar American tradition - political negotiation. The forces which demanded this accommodation were social and economic in nature, and the entire philosophic stance seems to have been governed by a tacit assumption that the process of teacher education is far too important to be left to any one group or be governed by any one theoretical principle.

Merle Borrowman has noted that the result has been the adoption of the "eclectic" ad hoc approach to the preparation of teachers. While open and liable to further negotiations, he identifies several operational assumptions which seem to govern the liberal and technical phases of a teacher's education. The first of these is the commitment in colleges and universities that the teacher education program (essentially, the four part program mentioned on page I) should involve the total faculty. Second, that decisions with respect to one of the elements of a teacher's preparation should not be made without consideration of the others. Third, that students need time to consider professional problems and that a sharp linear division between liberal and professional studies is unwise. Fourth, that as a student approaches his actual employment as a classroom teacher, his professional studies will increase.

It would seem that the major thrust of teacher education has been to encourage the teacher at all levels, but especially at the secondary level, to certain competence in his specialized field of study and to have this competence complemented by a broad and inclusive liberal arts program as well as a program of professional preparation. Most of those in the field today would not wish students to abandon the study of their chosen field or leave the delights of broad and critical reading in the liberal arts when they begin their professional training.

The nature of the findings on the efficacy of various programs and what empirical evidence we have to date should receive some attention, for unless we take a look at what little has been found we will learn little about where we might go.

The Findings - An Explication of the Research Effort

It is most important at the outset to distinguish between a series of value commitments made because one wishes to do something which is intrinsically, artistically or phenomonologically important to a person, a group or a society, and a series of if-then statements that have had a high degree of predictive validity and are capable of empirical generalization. For example, it is perfectly possible for one to search the research evidence on, say, student teaching and come up with the conclusion that there is little evidence that the teacher who has had student teaching teaches any "better" than the teacher without this training. On the other hand, it would be difficult , both legally, ethically and institutionally, to eliminate this aspect of professional preparation. There is a "feeling" or series of assumptions that supervised contact with the teaching situation is better than no contact. Values and common sense are in the saddle, not empirical results.

Consequently, the review undertaken is with two purposes in mind: first, to see what can be said about the bulk of the research findings and second, to see if the basic logic and point of departure in teacher education research may need some new looking it. Sometimes the very simple needs explication; a fish is the last to notice the water.

The major concerns of research in teacher education have been concentrated in three areas. First, there has been much research over the years on the issue of teacher effectiveness. A.S. Barr was the father of those tabulations and investigations which, in a far more refined form, are being carried on by researchers looking at the teaching act.[6] The major difficulty with this kind of research has been the word "effective." It presupposes the ability on the part of the teacher to effect preordained changes in pupil behavior. While this seems to be a simple and scientific way of examining the question the difficulties are inordinate.

Of major importance has been the relative inability of psychologists, educators, or school personnel to state clearly what is meant by pupils' educational growth and the form of behavior which accompanies such growth.

Consequently, teaching efficiency or effectiveness is always in relationship to kinds of pupils faced, the nature of the educational program, the personality of the teacher, the length of the "hour" in teaching etc. All these variables are capable of combinations and permutations. In short order we are faced with a list of competencies that are too large to manage.[7] Additionally, it should be noted that the instruments we have to assess learning or growth are rather imperfect and further, the number of intervening variables between teachers teaching and students learning precludes accurate assessment of teacher impact. In short, the research on teacher variables related to classroom learning is clouded, at best.

Secondly, there has been much research on what can be called the foundational fields of teacher education. These studies are in the main, descriptive and seek to explain small segments of institutional, psychological or social psychological aspects of teaching, schooling, or the setting of teaching and schooling. Examples are the Syracuse Studies of Large City School Organization and the relationships of teacher organizations to decision making in big cities. Robert Coles' personal investigations, using a psychiatrist's eye to estimate the problems and difficulties in desegregated schools, among migrant workers and on buses transporting students around town in a cross-bussing experiment are worthy of note. Several studies on innovative behavior and institutional climate by Matthew Miles are very helpful.[8] These and other studies attempt to estimate, describe and relate the situational context or motivational setting or particular contextual variables to children, teachers and schools.

These kinds of studies have a notable past (Social Class Studies by Warner, et al) and promise much for the future of teacher education. The linking of the behavioral sciences with critical concerns and issues surrounding the teacher, his practice, and the school as an institution presages an era of information and beginning generalizations which will be most helpful to those concerned with the education of teachers.

Thirdly, there have been some beginning descriptive studies of teachers' and students' classroom behavior. Notable have been the studies by Bellack on pedagogical moves, Smith on the logic of teaching and Jackson on "the way teaching is."[9] These descriptive studies represent an attempt to lay out the field for study. Relevant categories are identified, variables noted and procedures recorded. Again, these descriptive analyses of classroom variables may hold out a promise for the education of teachers, especially if beginning generalizations can be made. (e.g. in situation X, with student Y, under conditions Z, with teacher A, having background F, it is possible to state .....)

Lastly, one should note that there have been attempts at broad programmatic changes which shift aspects of teacher preparation or cast them in relatively different time slots. Block programs, resident centers, internships, the use of teacher-supervisors, early student teaching or spaced student teaching are all examples of this type of "research." On the whole these attempts at changes are value centered, come about because of local conditions, or have tradition or a powerful influence backing the change.

A summary of the predictive validity of the research in teacher education - using an empirical model - is most limited. One quickly realizes that it is one thing to plan a program of teacher education and it is guite another to gain a measure of predictive validity from that same program. Not only is the research inconclusive, the number of variables and the complexity of these variables make almost certain that the scientific-empirical model will continue to have limited value when viewing programs in a gross manner.

The literature reveals no relationship between the forms of a teacher's professional training and the quality of his teaching, using any criterion variable suggested.

There is no relationship between any profile of beliefs or qualities which teachers hold and what anyone would call a good teacher.[10] Additionally, there is little in the record to indicate the achievement value of practice teaching. After one year those having practice teaching could not be distinguished from those who did not have practice teaching. There is no evidence that one manner of teaching professional courses is better than any other way of teaching them.

The inescapable conclusion, at this time, using the scientific-empirical model is that decisions are usually made by custom, belief and armchair reason.[11]

An Analysis of the Obvious

With this review in mind, it may be helpful to explicate the methodology of what might be a new way to look at what surrounds us in teacher education. I would hope that this extended analysis could yield new information as to guidelines, procedures and possible ways in which the Fellowship Program and Teacher Corps could be viewed with maximum impact and productivity in mind.

This analysis of the obvious will have several dimensions. First, I would hope to analyze what I perceive experienced teachers have done to further educate themselves, the manner and conditions under which this has been accomplished and the principle agents conducting teacher education. Second, I would hope to suggest fruitful prototypes of successful preparation and upgrading using institutional and innovative research findings. As illustrative material I shall refer to a most successful experiment - The American Farm School, located in Greece. Third, from points one and two, I shall indicate some suggestions as to the organization, direction, and evaluation of the Fellowship-Teacher Corps Program. It is hoped that these suggestions will aid the purpose of the Act, namely to improve the quality of persons who are planning a career in elementary or secondary education or a strengthen teacher education programs in institutions of higher education. However, they are only suggestions and are drawn from the viewpoint, disposition and obvious bias of the author.

If the Fellowship and Teacher Corps monies were distributed across the board to teacher, colleges and schools you would probably replicate exactly what goes on when the experienced teacher now seeks additional work in higher education.

In most cases, an experienced teacher takes courses at a college or university. These courses are designed by professors, departments, and approved, in many cases, by the faculty at large. The purpose of these courses is to provide information, scholarship, understandings, skills and concepts to this teacher. The manner in which professors, who design the courses, put together the courses is time-honored and proceeds in a somewhat logical fashion. A search is made of the literature, lectures are developed, quizzes are constructed, papers are assigned and the course is offered. The teachers who come to the course are presented, in most cases, with a fait accompli and I would guess they expect as much.

The conditions of this course-giving are usually set on a college campus or in an extension setting. Knowledgeable professors and less knowledgeable students come together - one to give, the other to receive. The institutional setting which is dominant is that of the college or univeristy and little, if any, point is made of the relationships which might exist between knowledge, teachings, institutional settings and the procedure of diagnosis. In fact, the entire operation is evaluative in nature and operates on the professors' terms, many of which are not concerned with many issues confronting the teacher. The central assumption is that what the university offers will improve the teacher. Maybe and maybe not.

The situational context of the college keeps the teacher in a relatively atomized position and his return to the public school is, in most cases, as an individual who went to a college for a summer and learned something. The stance he assumes when he returns may be influenced by what he learned, but that is a very "ify" proposition. By and large, the experienced teacher's education at the college is really much the same as he received as an undergraduate. I would hazard a guess that the two institutional structures (e.g. public school and colleges) rarely mesh and that the game which is played is supported by the promise of added salary increments, advanced degrees, and a new status for the teacher. There are, of course, notable exceptions where colleges and universities have exerted a wider influence, where the problems of the teacher, whether subject matter, liberal education or professional knowledge, are of first concern. These remain, I fear, the exceptions.

In conclusion let me suggest that the continued education of the teacher has been carried on by college and university courses offered in a setting which is institutionally centered in higher education and where the teacher remains a relatively isolated person. There has been little linkage between the two educational structures.

At this point it may be valuable to review some crucial findings as to the nature of institutional settings, the training and retraining of Greek farmers and some tentative findings as to the chances for the success of an eudcational innovation. All these have a potential bearing on the manner in which the Fellowship-Teacher Corps Scholarships are dispersed, how the Fellows and Corpsmen are organized and the relationships between colleges and universities on one hand and the public school on the other.

Very briefly, the purpose of the American Farm School in Greece has been to train and upgrade young Greek farmers to the end of a more productive farm. The elements of this system resemble, on a very small scale, the problems faced with preparing and upgrading teachers in our society. The diffusion of knowledge, skills and abilities by the Farm School is the means of getting increased farm productivity. Several general principles seem to have guided this experiment in innovation.

a) The institution that desires the change to occur must be on the scene and remain on the scene to receive feedback, criticism and to follow through.

b) Crash programs, especially if the program is conceived to be short term, will not work. One must invest time, patience, evaluation and consistency of effort over long periods of time.

c) The selection procedures used in selecting the students - both beginning and advanced or graduate students - are <u>crucial</u>. Interviews, the use of former graduates' judgments, recommendations by local functionaries and high motivation are crucial in selecting students and preventing problems when the students return to the village. The selection of graduates of the program for training in the U.S.A. is determined by 5 years experience in teaching at the school, a virtually assured certain status in teaching, the assurance of a job with leadership potential, and stability - usually judged by marriage.

d) Involvement with an actual field situation is viewed as a <u>sine qua non</u> of a program. Theory (descriptions of gasoline engines) is followed immediately by practice (taking an engine apart, working to repair it, etc.). Reality testing with actual farming is termed essential.

e) A Follow-up of graduates at the village has been a connecting bridge between the school and the village. This following is conducted by a person best described as a "translator" who operates between the school and the village. <u>The graduate program</u> (for those who have graduated and return for upgrading, new information, etc.) <u>rests on the selection of subject fields by the graduate farmer</u>. The school exists to feed information, skills, etc. deemed important by the graduate farmer. The program seems to be diagnostic with the added value of keeping the faculty on their toes and up-to-date.

f) The graduate program has open sessions which provide for exchange of information and mutual diagnosis of problems.

g) The program must be wanted by the people at the village. Unless there is constant attention to the way the farmers see things, little can be accomplished.

h) There is a mutuality of support when several villagers have been through the program, with side effects for those who have not. Schooled farmers affect unschooled farmers.

i) The program has stayed loose, receptive to feedback and innovative in its own system.

The success of this school is unprecedented and has received wide acclaim from agricultural experts and observers. Not one of their graduate students trained here and sent back to teach has dropped from the program - even though one of the students married an American. He took her to Greece!

The second time related to the Fellowship-Teacher Corps Program is concerned with the efficacy of new programs in general, the abstracted principles which flow from research in the field and possible applications to our problem.

A beginning work in this area of educational innovation is by Professor Mathew Miles.[12] He points to several conditions relating to the eventual outcome of educational innovation.

1. The educational system is hierarchical with much influence, research, and power at the top.

2. The high rate of teacher turnover tends to work for stability because innovation requires attention and a "product champion."

3. Practitioners protect themselves with a series of myths to insulate against change and innovation. (e.g. one cannot really tell anything in the field; the professional teacher is autonomous; local control of the school is crucial.)

Additionally, he generalizes, however tentatively, regarding the nature of innovations <u>qua</u> innovations.

1. The merits of the innovation are but one of many factors influencing its adoption. (Pay attention to the system, its prior state, to functionaries, to the teachers)

2. In the absence of good measures of output, educational organizations stress cost reduction. (Evaluate - feedback - develop instruments to check what you are doing)

3. Innovations which seem puzzling or threatening <u>in a technical sense</u> will have a hard time of it. (Keep things simple at first - differentiate your populations - be clean and direct!)

4. The innovation should have some congruence to the existing system and be capable of institutionalization. (Continuous feed-in will be more effective than one shot deals)

5. Innovations perceived by teachers as helpful in reducing the gap between goals or ideals and practical operations have a chance for wide acceptance. (Be diagnostic in the program - ask questions - find out how its working)

6. Innovations or programs perceived by teachers as increasing personal initiative - taking and autonomy are likely to be accepted. (Again keep it diagnostic - feed in where essential - seminars not lectures)

Lastly, Miles summarizes several aspects relative to planning the innovation. This is commonly referred to as strategy of innovative change and represents important considerations for the Fellowship-Teacher Corps Program.

1. Attention must be paid to the teachers and the diffusion process (Somebody's got to be in charge)

2. New structures should have a congruence with the prevailing ideology. (Local control is important)

3. The linkage of old systems and new systems is crucial.

(Follow-up and through)

Conversely he writes that innovative strategies are less effective under certain circumstances:

1. The exclusive use of existing structures results in strengthening the status quo. (If university and school systems stay separate, there is little long term hope for change)

2. When strategies are initiated exclusively by the schools or the universities, there is little chance to cooperate. (One must get some organizational bridges)

3. The use of excessive conflict to gain acceptance results in resistance to change. (Open question as to how much anxiety is good for teacher improvement)

One of the central notions posited by the research is that careful selection of teachers, relationships within the teacher group, and revelant attention paid to the classroom of the teacher are crucial. What seems to be called for changes in programs which will not only affect teachers but the system to which they return.[13] Miles terms this a meta-change.

Where Are We Going?

As Professor Kendall[14] has aptly pointed out, a clear specification of objectives is essential to knowing what, if anything, you are accomplishing. What we have been doing is to examine the history of teacher education along with some specifications as to change, its efficacy and control (e.g. the how to get the program going) without knowing what it is we wish to accomplish.

The usual bromides related to knowledge getting, general improvement, skill acquisition and improving oneself are too broad for useful discussion and take their stance and philosophy from the preconceptions as to the proper balance in the teacher education curriculum.

There are two questions we must deal with if we care to make some sense of this opportunity before us. First, in what ways do the purposes of professional training differ from general education - if at all? Second, in what ways can this professional training be enhanced in the guidelines of this program?

As a preliminary to the first question, let me say that the very peculiar problem of any decade or year such as how to use programmed instruction, acquisition of new physics knowledge, the study of linguistics for English programs should not be the central focus of this body, for surely these immediate concerns will change from year to year. The view espoused here is that the model of the professional teacher is not only that of information receiver - professor - translator-giver.

The professional teachers, along with other professionals, serve the unique function of spending his working life serving, in a more or less direct fashion, the welfare of others. They are able to do this because they have some service (gained from training and study) which their clients perceive as necessary and essential. They are also able to engage in this service because they have, in some degree and in some kind, the special ability, characteristic of the helping professions, to engage in a two-way communication with their clientele. The client responds not in terms of something that is done to him but in terms of what the experience means to him.[15] Now this is of crucial importance in viewing the Fellowship-Teacher Corps Program, for it goes to the heart of many of the suggestions made later in this paper. The professional who ignores the fundamental nature of his task will always be looking for the educational pill which cures problems quickly and with ease.

The development of the professional teacher is based on the degree of which he feels an assuredness and security about the task he is expected to perform.[16] Now then, what factors are crucial in developing this stance of assuredness?

A. The teacher's knowledge and his capacity to use that knowledge in a professional setting. In some respects this is anti-graduate school, anti-specialization, anti-present trends. The easily-made assumption that what is good for the graduate school is therefore good for the professional teacher comes into question when the problems, practices and issues facing teachers come to light. Let no one misunderstand - there is no intent here to disparage academic scholarship or its potential contribution to the effective and secure teacher. What is intended is that a diagnostic attitude towards the uniqueness of the teacher's role and the knowledge required to carry out that role is essential.

B. The teacher's ability and capacity to communicate. The teacher who understands knowledge, has analyzed it, sees its usefulness in a teaching setting and has a sense of style for it, still must engage in that kind of process called communication. The study of this capacity, its relevant aspects and the context of communication in a classroom setting are crucial to the effective professional teacher.

C. The teacher's view of himself as a professional worker and his attitude towards the profession. The experienced teacher should have the opportunity to reflect on the issues of teaching, classroom control, learning and related problems. How the teacher sees his tasks, the confidence with which he works and his ability to engage the world about him depends on the view he has of himself as an effective professional.

There is nothing in these objectives of professional preparation which does not allow for the widest type of experimental programs with great latitude in design. The classic elements, liberal, specialized and professional, are included but the framework allows for functional organization and innovation on campus, in schools or between the two.

Some Principles Which Might Help

Because the business of education has been characterized by compromise, accommodation and negotiated settlements, it is important to indicate that all of the foregoing will play some role in the establishment of criteria vis-a-vis the Fellowship and Teacher Corps Program. The established elements of teacher education, the pervasice nature of higher education and factors related to change and innovation will play a part in one form or another. The following list of criteria are therefore to be viewed as conditional and subject to review and negotiation. They represent the opinion of the writer and have been drawn from the record as well as the context of experience.

A. The Fellowship Programs initiated under this Law should involve groups of teachers attending colleges and universities. The reasons for this are that an identifiable group of Fellows (say 20-40 in number) will receive greater attention, and more thoughtful programs will be conducted than if they came singly or in two's and three's.

B. The impact of a meta-change could be expected if the group on campus (say 40) were drawn, in part, from teams coming from schools X or Y or Z. Elementary school X would send three teachers, junior high school Y would send four (4) social studies teachers, etc. Additional impact could be had by concentrating educational levels (elementary or secondary) within particular colleges. If a particular district (K-12) were utilized, impact could be had at each level of the system. What is being suggested is that the "teaming effect" which causes a group elan or spirit on the campus would be partially continued when the team of teachers from school X returns as a team to school X. The supportive and re-

inforcing aspects of this preparation could produce changes among the teachers' colleagues in the public school, not only among themselves.

C. The selection of teachers and pre-service trainees is crucial. There are two aspects to this selection which could be profitably utilized:

1. Factors related to the career aspects of the prospective Fellows (such as estimate of motivation, length of tenure, chances for long tenure and service, etc.) and,

2. The involvement of school functionaries (principals, department chairmen, etc.) in the initial selection procedures to the end that career personnel are selected and that the cooperation of the functionaries is somewhat insured when the Fellow returns. The cooperation of this school functionary is crucial.

D. The value, especially among the Fellows, of a <u>diagnostic</u> view of curriculum, procedures, subject matter, field work and seminars. What is being suggested is that, at least in some part, the program developed for the Fellows be based on a careful diagnosis of what they feel they need, and what they see as significant undertakings for the year.

This is not to disparge courses, credits, degrees or professors. It is to say that the prescriptive and evaluatory aspect be somewhat diminished and that this be replaced by a diagnostic and professional view of the matter. Let some of these programs have the courage and verve to move to a view of program which includes that of the teacher-Fellow.

E. The importance of viewing the program as developmental, reflective, and grounded in theory, practice and elements that link the two. The rational elements of planning a program based on what one can offer, what teachers indicate they require and what can be accomplished in the span of an academic year must have the feedback and reflection that comes from integrative seminars, small group sessions to find out what is happening, and faculty cooperation. Courses should not be veived as the entire program. Faculty must look at the entire program in relationship to original diagnosis and consistent feedback.

F. The value of a broadly conceived field experience utilizing elements of the internship program is essential.

This practicum - field experience should be viewed as an integral aspect of the Fellow's program combined with classes, seminars and readings. It is crucial that this aspect of the program include experience with a typical educational problems (teaching in depressed areas), related community agencies (social work agencies, tutoring groups, etc.), and other paraeducational efforts (parents' groups, field studies, and research efforts).

To view the program by classic graduate school standards is not enough. The listening, sitting and writing syndrome is fine as far as it goes. What should be emphasized here is that the applicative use of knowledge, a reflection on the efficacy of effort and a reorganization of one's view of schooling, learning, and teaching is important to the program.

G. The establishment of a series of interlocks between selected public school systems and the sponsoring college or university. The view is that the univeristy or college has a responsibility to follow up and through and that public schools have a responsibility in selection, follow through and implementation. The bridge implied is a real one that comes about because of funds advanced to strengthen the teacher education program which can be used for college-field personnel. The old distinctions between the professor on one hand and practitioners on the other could fade with the joint assumption of responsibilities in the field setting.

One of the crucial aspects facing teacher education in the years ahead will be the closer linking of the "field" and the college. Whether this is done by joint appointments, joint projects, evaluative procedures involving both systems, or whatever is not the issue. What is important is that the continuing education of professional teachers have point, direction, substance and cooperative effort between the two institutions. Cooperative effort between campus and school.'

H. The value of diverse approaches and evaluative efforts. The emphasis here is on the utilization of creative talents in the field for the preparation of programs that carry off aspects of the Fellowship program in unique and different ways. There are many approaches to the diagnosis of student need, there are multiple approaches to organization of theory and practice, there are many views of the breadth of an internship - all should be encouraged to experiment and evaluate what happens. On the part of the O.E. I would hope that substantative

evaluation can be undertaken to test out some of the key assumptions in this paper and in the field at large. While most educational innovations do not carry evaluative procedures[17] we should not be so sure of what is right, true and beautiful that we do not test out what we propose. The effect of the program on Fellows can proceed on a rational basis moving from objectives to evaluation. The teaming impact can be broadly assessed and recorded. The difficulties within aspects of the program can be noted in feedback and canceled the next time around. Let us not make the mistake of previous large scale efforts in failing to assess what we are planning to do.

I. The last major implication is that the program stay relatively loose for a number of years. Everyone really "knows" that a course will do the job - if not one, than two! Others "know" that internships must be the heart of any upgrading program - ad nauseum. The great American philosopher, Satchel Paige, when asked as to his continued long success, insisted that he "stayed loose all his life." We might find it quite a tonic.

Several features of these criterial considerations will require further explication and development. Of course. However, the explication should come from those who are engaging in the work of the program. For example, the linkage between selected public school systems and colleges and universities will be based on the mutual selection of Fellows, cooperative effort in the internship, exchange of personnel, and making available findings and materials to each other. The developing generalizations should aid those who begin the program in succeeding years.

Hopefully, the feedback in the system and the evaluation which is built into the programs will yield a reconceptualization of teacher education which goes beyond credits, courses and degrees. Hopefully, the scholarly competence the teacher requires, the growth of his studies, the involvement in his work, the commitment he has and the thinking he does will be enhanced by these programs. It is of utmost importance that these qualities listed above be viewed as part of the security necessary for the profession of teacher.

Little has been said in this paper as to the nature of institutions to which these Fellows and/or Corpsmen should or could go. Suffice to it say that the creative and innovative programs should be well conceived, that institutions with the energy to carry out unique programs be encouraged to do so and that the programs remain "close to the soil." This is not meant to disparage abstract studies, theoretical formulations, or academic scholarship - all are important to the education of teachers. What is meant is that close and continuing contact with schools, with teacher, with emerging programs and ideas, with, in short, a diagnostic attitude is absolutely essential if the purpose of the bill is to be met.

This paper has dealt with the major problems to be found in this type of innovative program. It has dealt with the issues of the experienced teacher who comes back as a Fellow. Many aspects of the paper deal with the proposed Teacher Corps, but some cautionary notes are necessary when discussing this part of the bill.

1. A neophyte teacher with a B.A. and little or no preparation to face the school situation - especially in depressed areas - requires a different order of preparation.

2. The Teacher Corps recruit will be, at the beginning of his preparation, a paraprofessional working with a team that will, in all probability, be lead by an experienced teacher from the local school in which the team is operating.

3. In a two-year program (prototypes of such programs exist at several universities having the M.A.T.) several moves could be made between studies at the university or school (approximately 3 months), an internship that had varying time patterns but typically a year, and additional study to examine and reflect on the experience.

. A second year could be utilized for part time teaching (¼-3/4 time) with seminars in the school or college depending on the emphasis.

4. Again the classic problems of linkage between public schools and college, the employment of qualified public school personnel who could work with university or college staff, and direct bridges between the two systems should be evident.

5. The systems of schools utilized with colleges and universities for teaming with Fellows could be the same schools in which the Teacher Corps would operate. You would then have:

    a. teams of Fellows at the college or university in a year's program,

    b. teams returning to schools to begin teaching and other leadership roles,

    c. selected Fellows who could work with Teacher Corps team assigned to the school by the college

6. The possible development of colleges and school systems that might operate in a clinical-teaching fashion utilizing the medical school - teaching hospital model.

7. The combination of Fellowship and Teacher Corps program could have a dramatic effect on selected impacted and depressed areas. Attention to factors conditioning educational success (tutoring, home visits, parent counseling, recreational improvement) could become part of the focus of the Corps team.

8. School systems and college systems will have a greater opportunity to investigate and institute promising educational practices. With additional help from the Corps, attention could be given to optimum conditions for parent involvement in the work of the school, language study and development, the impact of teaching outside the walls of the school, and the development of relevant instructional materials.

The spirit, vision and mettle of the Teacher Corps, combined with the experience, insight and maturity of Teacher Fellows could prove to be one of the more powerful impacts in the education of teachers and children. The times are exciting and the need is great; this opportunity should not be wasted.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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NOTES

[1]Merle Borrowman, Teacher Education in America (New York: Teachers College Press, Teachers College, Columbia University, 1965). Professor Borrowman has edited this work and has extensive notations with an excellent introduction.

[2]Ibid., p. 19.

[3]Ibid., Mann, Barnard and Phelps were some of those involved.

[4]Ibid., p. 25.

[5]Ibid., p. 14. Borrowman quotes Gordon C. Lee, An Introduction to Education in American Society, 1957, in making the point.

[6]The work of Marie Hughes, Hilda Taba and others goes to the point of searching out the "effectiveness" variables in teachers.

[7]C. E. Smith, Educational Research and the Preparation of Teachers, British Columbia Teachers' Federation, 1963, pp. 62-63. This excellent document explicates many of the points made in this paper regarding the limitations of research findings and the view of the professional assuredness of the teacher.

[8]Matthew Miles, Innovation in Education, (New York: Bureau of Publications, Teachers College, Columbia University, 1964. This work, which summarizes many of the findings in organizational and institutional change is a valuable resource for those interested in the process of educational change. (Textural errata: Mathew should be Matthew)

[9]Arno Bellack, The Language of the Classroom; B. Othanel Smith, The Logic of Teaching; Phillip Jackson, The Way Teaching Is (NEA Journal, November, 1965.

[10]Smith, op. cit., p. 70. He quotes the work of Scates is this regard.

[11]Smith, loc. cit., p. 72.

[12]Miles, op. cit., Chapter 25.

[13]Ibid. p. 648.

[14]Ibid., Chapter 15.

[15]Smith, op. cit., Chapter 4 is excellent on this topic and I have taken the liberty of using some of the more salient features of Professor Smith's conclusions.

[16]Ibid., p. 33.

[17]Miles, op. cit., Chapter 25.

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